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COVER DESIGN

A view of the Clarksburg High School
from the levee on a rainy day.

This New Year

FELLOW TEACHERS:

Teachers, by their profession, as they perform their services incur a biased sentiment from the public. Whatever may be our specification of the assignment which it is ours to perform, in addition to what we do there is an expectancy on the part of parents and citizens that as well we shall be known and judged by what we are.

For the days of 1936 there is expected of teachers the greatest contribution the members of the profession have yet made. The true teacher will, in addition to the tasks noted in the assignment of the Board of Education and Superintendent, beyond the specification of duty indicated in the curriculum, the course of study, and the daily program, assume those extra work-a-day professional duties which make teaching a twenty-four-hour-a-day service, a seven-day-a-week influence, a three-hundred-sixty-five-day-a-year leadership in community advancement.

What the curriculum and course of study list and what the daily program assigns are the professional duties and responsibilities of the teacher. They are what the teacher does. They are the teachings of the teacher as his doings are specified.

What the teacher lives, the radiance of the teacher's character, the interests and the ideals are all the teacher's teachings because of what the teacher is.

Noble characters these people who are the teachers in our state!

If we may dream of Peace on Earth, if we are to be a temperate people, if safety is to surround us in our lives, if there is to be the national heart throb of dynamic loyalty to constituted American institutions and government, if the satisfaction and joy of a sense of values which are creative, which are human, which are everlasting are to enthrall us, the living example of the real teacher will present the greatest of all teaching to our country as the days of the new year unfold.

May peace and joy, happiness and enthusiasm characterize our lives and our work during 1936!

In friendly fellowship.

Sincerely yours,



Superintendent of Public Instruction

Unity in Educational Planning

VIERLING KERSEY, *Superintendent of Public Instruction*

One of the most important elements which characterizes recent educational planning is the trend toward the consideration of specific problems in terms of other problems and in terms of the total situation. This tendency we may well call unity in educational planning. The significance of this trend is easily understood, but is deserving of special discussion and comment so that the values to be derived through this unity in educational planning may not be overlooked, or the continuance of a unified planning neglected. Continued planning and replanning in all phases of education are essential to assure progress. Certain areas in which planning is now being carried on, however, are of such tremendous significance to the welfare and further progress of public education as to deserve special consideration. The areas or aspects of the educational system which will be discussed first are:

- A. Unity in the state educational system
- B. Unity in the curriculum

UNITY IN THE STATE EDUCATIONAL SYSTEM

Education is a continuous unending process extending throughout life. In the development of a system to provide educational opportunities, unity is an essential element if the implications inherent in the very nature of education are properly recognized. Education, being concerned with the whole growth and development of persons, cannot be broken into independent segments if unity of the process is to be retained. The truth of this statement applies not alone to the curriculum but just as strongly to educational organization and administration. The creation of a public school system by the California Constitution at least strongly implies a unity in this system which embraces many levels of education.

Education today is never considered as made up of several individually distinct educational segments. In theory, a close articulation and interdependency between the several educational units is accepted even if this has not always been achieved in practice. Certainly it can be said that, in California, there is a strong union between the several educational levels. In future planning, it is no mere play on words to insist that a true unity in educational organization and administration is more than close articulation or union. Articulation and union imply segments or units in combination; true unity sees first of all a total educational system as a whole without fundamental divisions.

Several practical problems, the solution of which is necessary to the accomplishment of unity in organization and administration, confront us. A new year seems to encourage us to consider these problems.

Unity in Organization

The traditional existence of three types of school district, elementary, high school, and junior college, each under independent control, has prevented the realization of true unity within our public school system. This statement certainly does not imply that unity can be achieved by state or legislative control of all educational organization. The establishment of local school districts with local governing boards, with local directions of educational policy within the limits of rather broad guiding principles and regulations, appears to be the most desirable type of system. Certainly it retains the essence of democracy in the control and functioning of public schools. The achievement of unity is difficult when separate control of the several levels of education, and the existence of small independent districts which could and should be eliminated are encouraged or permitted to continue.

In local school systems with a single governing board, the distinct separation of elementary, high school, and junior college districts has been largely a fiction, and a great degree of unity has been possible. Beginning July 1, 1936, elementary school districts and high school districts, and elementary school districts, high school districts, and junior college districts with coterminous boundaries become unified districts, and certain existing obstacles to more complete unity will be removed.

Complete unity in educational organization involves in addition to the points mentioned above a unified organization and control of all levels of public education. The accomplishment of such unity involves trends toward a single unified system for what is now known as public school education and higher education. A clearing house of control and organization of higher education in California must be developed by professional and educational leadership or such a structure will be developed from without the profession.

Another phase to be considered is that involving the organization for kindergarten education. Legally the kindergarten school is not a part of the elementary school. Kindergartens receive no state support but are maintained entirely from proceeds of local school district taxation. In actual practice, however, kindergarten education is made and should be an integral part of elementary school education. The achievement of a unified educational organization and control is dependent upon proper state support for kindergartens and the inclusion of the kindergarten as a part of the elementary school.

Further illustration of certain needs for unification in organization and control within the total structure of the public school system of our state has to do with the fields of junior high school organization, control, finance, and administration; adult education organization; junior college organization; the district junior college; the lower division state college-junior college organization; the high school post graduate junior college offerings, and the continuous enrollment of high school graduates in regular high school activities.

1936 offers a frontier of real challenge to educational leadership in the responsibility to develop unity in educational organization and control.

In planning to achieve true unity in the organization of a state educational system, the following are some major problems:

1. Unification of local control of the several levels of education within the public school system.
2. Consolidation, unification, and reorganization to improve the units of local educational control.
3. Development of a state wide plan for the provision of educational opportunities on the junior college level.
4. Unification of control of all levels of education from the kindergarten through adult education.

Unity in Administration

Under the heading, unity in administration, it is appropriate to consider the various administrative activities which are conducted in a single unit of educational control. Among the most important of these activities are those relating to finance, supervision, professional personnel, curriculum, pupil accounting. There is a strong tendency in dealing with problems related to any one of these activities to consider its relationship to other administrative activities and to the total educational program. This tendency prevails throughout the different types of units of control as the state, the county, and the local school district. A few examples will show the importance of maintaining unity in administration as a means of realizing balanced progress.

1. In attempting to improve the structure of state financial support for education, an adequate program will take into consideration the need for assisting local districts in meeting the costs of needed schoolhousing facilities, the improvement of the plan of sources from which local school revenues are derived, and the relation of school finance to the total state financial structure.
2. The development of plans for schoolhousing facilities must be based upon the educational program to be housed. New trends in

curriculum, the expansion of the educational program to include a more varied selection of activities, health requirements, the realization that educational programs are continually changing are but a few of the factors that determine schoolhousing standards. Formulation of schoolhousing plans independently of these considerations forces the educational program into a mold which may be inconsistent with desired educational objectives.

UNITY IN THE CURRICULUM

No immediate tendency in education is of greater significance than the trend toward unified curriculum planning. It was only a short time ago that courses of study in the various school subjects or school levels were formulated or revised quite independently of each other and with little or no consideration of the function of each in the entire school curriculum. The result was an aggregate of isolated segments or units, each possibly well organized within itself, but lacking unity of purpose and scarcely expected to contribute effectively to a comprehensive set of educational objectives. Such a curriculum, traditional, and in operation in many school systems, still needs remedy to accomplish the following:

1. It is true that several courses may contribute to desirable attributes of character, but in the curriculum as a whole there must be developed a comprehensive plan for the development and emphasis of desirable character.
2. Handwriting or spelling skills have been taught rather effectively as isolated skills without relationship to their use as essential tools in the total learning process. The whole educational structure of learning experiences must recognize, emphasize, and evaluate acceptable accomplishment with these and other tool subjects. No teacher can successfully leave these responsibilities for the other teachers.
3. The relation between the esthetic values and social values must ever be recognized regardless of any separation of the two in the curriculum.
4. History and geography might not be so unrelated to social and civic problems that the most important values would be lost.

Rather than attempt a general statement of the principles underlying unified curriculum planning, a few examples will serve to describe this tendency.

1. The approach to curriculum making is through a formulation of the purposes of education rather than through the possible outcomes of particular subjects, or the emphasis upon fact or subject learning.

2. The inclusion in the curriculum of a subject, meaning a body of logically organized subject matter is justified only when it is apparent that such an organization of particular learnings will contribute to a total acceptable educational purpose.
3. Tool subjects must be taught directly in connection with their practical use.
4. *There is a strong tendency to eliminate as subjects such titles as character education, moral training, manners, safety education, patriotism, and to incorporate their inherent fundamental values with the other curriculum materials to which they are most closely related. This trend is based on the psychological principles that such concepts as patriotism and such conduct as is indicated by the term good character cannot be learned in the abstract but must be taught and learned as a part of other meaningful activity.*
5. Most factual subject-matter is brought into the curriculum as an integral part of a situation or problem within the interest and comprehension of the children.

ADMINISTRATION AND LEADERSHIP

The development of unity in educational planning is very definitely one of the chief responsibilities which educational administration and leadership must exercise. Not by chance will unity in planning and balanced progress occur. Successful direction of educational programs must depend upon leadership by those in administrative positions. Unity and balanced progress are essential to true success.

OTHER TRENDS IN EDUCATIONAL PLANNING

This article has discussed briefly the trend toward unity in educational planning. There are other aspects of unity in educational planning not discussed here, and other important trends in current educational planning that are worthy of careful consideration. Such trends as the following are closely related to unity in educational planning and will form the subjects for future statements in *California Schools*:

The Trend from Conservative to Progressive Practice

The Trend toward the Development of Public Understanding of Education

The Trend toward Considering the National Situation in Educational Planning

The Trend toward Basing Educational Programs upon Surveys of Community Needs

DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

CONFERENCE OF SECONDARY SCHOOL PRINCIPALS

According to the expression by vote of California principals, the annual conference of Secondary School Principals will be held Thursday, Friday, and Saturday, April 2, 3, and 4, 1936. The conference will be held in Southern California in the Los Angeles area, the exact locale to be announced later. Ordinarily the date of the conference would have fallen on April 5, 6, and 7. The change is in accord with the wish of the principals who expressed their views quite unanimously on the matter.

Division of Research and Statistics

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction,
and Chief, Division of Research and Statistics*

REPORTS TO STATE DEPARTMENT OF PUBLIC HEALTH

Requests for emergency average daily attendance submitted to the Superintendent of Public Instruction because of material loss of average daily attendance as the result of epidemics of unusual duration and prevalence as authorized in School Code section 4.750 must be approved by the Director of the State Department of Public Health before such requests can be allowed by the Superintendent of Public Instruction. The Department of Public Health must base its approval or disapproval of such requests upon the information filed with it relative to the incidents of disease in the area of the particular district making the request.

The state law requires reports of such diseases to be submitted to the Department of Public Health but frequently such reports are not submitted. The result is that the Department of Public Health has insufficient information to justify approving the emergency attendance request even though the actual facts would, if known to the Department of Public Health, justify the approval of such requests. Relative to this matter the following excerpts from a letter received from Dr. W. M. Dickie, State Director of Public Health, are here quoted.

We are not in a position to certify to epidemic conditions in a school district unless the cases of reportable diseases have been officially reported to us. The law, Section 2979-A of the Political Code, and Section 16 of the Public Health Act, stipulates that anyone having knowledge of a case of any infectious, contagious or communicable disease, or any case suspected of being such, shall report immediately to the local health officer.

Therefore, in cases of communicable diseases not attended by physicians, school authorities or the school or public health nurse are the persons to report the cases. The health officer may accept these reports without further investigation or he may choose to verify the diagnosis. That is his responsibility. Cards will be provided for the reporting of these cases by the local nurse. It is essential that we have a separate card for each case. Blanket statement is not acceptable.

Local school officials are urgently requested to make sure that all cases of known or suspected infectious, contagious, or communicable disease are promptly reported to the local health officer and to the State Department of Public Health. This will be a means of insuring proper consideration of emergency attendance requests which may later be submitted because of the loss of attendance due to unusual epidemic conditions.

Division of Secondary Education

AUBREY A. DOUGLASS, Chief

SCHOOL VISITATION

Throughout the State of California keen interest is manifested in educational problems. Many administrators, supervisors, and teachers have instituted changes designed to improve the educational program. They are visiting other schools, which they have reason to believe have contributions to make or suggestions to offer to their own problems.

A generous, cooperative spirit and a willingness to share experiences is everywhere found. Certain schools have, however, been so deluged by visitors as seriously to handicap their work. This is particularly true with certain progressive elementary schools, and with certain of the cooperating secondary schools. It is, therefore, urged that administrators make arrangements some days in advance for the visits proposed by their teachers. This will not only insure a more profitable day to the visitors, but will enable the administrators and teachers of the schools to be visited to receive more guests. It has frequently happened that the number of visitors on a single day is so large that all can not be accommodated.

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

NATIONAL STUDENT FORUM ON THE PARIS PACT

The National Student Forum on the Paris Pact is in its seventh year of work. The object of the Forum is to establish a place in every high school program for the study of international relations in the light of the Paris Pact. In its prospectus for the year 1935-36, the Forum suggests some thirty projects suitable for high schools designed to assist in developing an understanding of the policy of the United States government for settling disputes by pacific means.

Copies of the prospectus have been sent to every public high school in the state together with circular material describing the Forum and school enrollment blanks.

Further information on the Forum may be secured from Ivan R. Waterman, state chairman of the Forum, or from Arthur Charles Watkins, Director, 532 Seventeenth Street, Washington, D. C.

STATE DEPARTMENT OF EDUCATION NEWS NOTES

INSTRUCTION IN SAFE DRIVING

The increasing death toll from automobile accidents challenges the public schools to meet the problem by instruction in safe driving. The State Department of Education in cooperation with law enforcement and other agencies interested in accident prevention is now engaged in formulating plans for instructional programs in safety in secondary schools. These programs will include not only instruction in traffic laws but will emphasize those responsibilities which every driver must assume in addition to legal restrictions in order to make driving truly safe. The Department will publish a bulletin covering the educational approach to the problem, the most essential traffic laws, the chief causes of accidents, and specific suggestions for instructional content and methods.

CONSUMER EDUCATION

Consumer Buying Instructional Units is the title of a series of mimeographed bulletins prepared by the Bureau of Business Education and the Bureau of Homemaking Education. These bulletins are designed as course of study materials in consumer education for secondary schools. The first number containing general suggestions to teachers is now available for distribution. The second number, to be available within a few weeks, will be entitled *Buying Foods*. Other bulletins now in preparation will deal with such topics as clothing, home utilities, shelter, drugs and cosmetics, and economic security. This series of bulletins is intended to help in the solution of the problem, How to Spend Wisely.

POLICE TRAINING PROGRAM

Realization of a growing need for an organized training program for police officers has led to cooperation between the State Department of Education and a state committee of peace officers for the purpose of developing an adequate training program. C. S. Morrill, Chief of the Division of Criminal Identification and Investigation, and J. C. Beswick, Assistant Executive Officer of the Commission for Vocational Education and Chief of the Bureau of Trade and Industrial Education, are engaged in the formulation of this training program. It is the intention of the committee that the program when completed will be carried on through cooperation between the Peace Officers Association, local public school systems, and the State Department of Education.

SCHOOL DISTRICTS GAIN EXEMPTION FROM EXPENDITURE LIMITATION

A total of 294 school districts have applied to the State Board of Equalization during the past year for permission to exceed the 5 per cent limitation on annual expenditure increases. Approval has been granted in 282 cases of which in 269 cases approval was for the full amount requested. A large majority of applications for expenditure increases involved school building reconstruction and remodeling. Most of these applications involved federal grants up to 45 per cent of the cost of approved school building projects.

CURRICULUM COMMITTEES

Superintendent Kersey has appointed state wide committees to study the following important curriculum problems:

Revision of Science Curriculum for Elementary Schools

Visual Aids in Education

Teachers' Guide for Seventh and Eighth Grades

Scope and Sequence of Major Learnings in the Curriculum

Each committee is headed by one or more members of the Department staff. Each committee plans to spend from one to two years in the study of its problem and in the formulation of recommendations. It is contemplated that each committee will prepare a bulletin dealing with the subject of its investigation which will be published by the Department.

RECREATION SURVEYS

The Division of Physical and Health Education, in cooperation with the Planning Commission of Vallejo and a special survey staff, has just completed an extensive community recreation survey of the City of Vallejo. The major sections of the final report deal with The Need for a Community Recreation Program, Essentials of a Community Recreation Program, Vallejo as a Community, Recreation in Vallejo and Recommendations for a Community Recreation Program in Vallejo.

A similar study is being reported upon for the City of Palo Alto. Both of these cities have large active local groups interested in establishing community recreation programs. In each case school administrators are playing a leading part in the solution of these leisure problems.

Members of the Vallejo survey staff were: N. P. Neilson, Stanford University, Chairman; Charles W. Davis, Recreation Department, Berkeley; Emily Noble Plehn, Dominican College, San Rafael; Miss Josephine D. Randall, Recreation Department, San Francisco; Ivan R. Waterman, and W. H. Orion, State Department of Education, Sacramento. The Palo Alto survey staff is composed of Miss Charlotte Stewart, N. P. Neilson, and W. H. Orion.

INTERPRETATIONS OF SCHOOL LAW

COLLECTION OF INTEREST DUE DISTRICTS FROM COUNTIES

The State Department of Education has been informed of the fact that certain persons at the present time are actively soliciting governing boards of school districts to enter into agreements with such persons for the recovery of moneys due the districts from counties by virtue of the decision of the Appellate Court in *Pomona City School District v. Payne*, 83 C. A. D. 252. The Supreme Court has denied a petition to hear the case and the decision of the Appellate Court is, therefore, final. (See page 439, December, 1935, issue of *California Schools*, and page ----, January, 1936, issue of *California Schools*.)

The terms of each proposed agreement thus far called to the attention of the Department provide that the individual proposing the agreement shall, on behalf of the district, ascertain and collect from the county such moneys as may be due the district, the district to pay the individual 5 per cent of the amount collected.

In the opinion of this Department, it will not be necessary that any such agreement be entered into by the governing board of any school district to collect any amounts that may be due the district, since the Department believes the officers of every county will cooperate in giving effect to the decision of the Appellate Court. Furthermore, the right of the governing board of a school district to enter into such an agreement may be questioned, there being no provision of law which appears to permit such an agreement.

DISTRICT LIABILITY FOR DEATH OR INJURY OF PUPILS RECEIVING AID UNDER NYA PROGRAM

For the information of those concerned, the following statement is given relative to the liability of a school district for the injury or death of any pupil of the district while engaged in performing services for the district or any school thereof, in accordance with and under the provisions of the School Aid program of the National Youth Administration.

1. It is probable that, by virtue of the decisions in *Board of Education of the City of Los Angeles v. Industrial Accident Commission*, 80 C. A. D. 174; *State Compensation Insurance Fund v. Industrial Accident Commission*, 80 C. A. D. 340; *State Compensation Insurance Fund v. Industrial Accident Commission*, 80 C. A. D. 341; that pupils so engaged are not employees of the district within the meaning of the

Workmen's Compensation Laws of this state and are not entitled to any compensation under such laws.

2. Such pupils are undoubtedly within the provisions of School Code section 2.801, (which section makes every school district liable in damages for injuries to persons or property resulting from the negligence of the district or any of its officers, agents, or employees) and if the injury or death of any pupil while so engaged is caused by the negligence of the school district or any of its officers, agents, or employees, the district is liable in damages for such injury or death.

JUNIOR TRAFFIC PATROLS

Public school authorities in charge of junior traffic patrols in any school are advised before assigning any pupil to such a patrol to secure, in every case, the consent of the parents or guardian of the child. The following form for use in securing such consent may be valuable.

Pupil's Name _____
 Address _____
 Grade _____ School _____
 District _____

I hereby consent to having my son, named above, serve as a member of the Junior Traffic Patrol of the above named school until further notice.

(Signed) _____

Date _____ Parent or Guardian

To Principal

_____ School
 _____ District

Supreme Court Decisions

Payment of Tuition for High School Pupils

School Code sections 3.301 and 3.306 do not delegate to a county superintendent of schools any legislative authority and are not unconstitutional; and the determination, in accordance with School Code section 3.301, by a county superintendent of schools of the amount to be paid by a high school district in which a high school pupil resides to the high school district in which he attends can not be attacked in the absence of any showing that there was an absence of discretion by the county superintendent of schools.

Pupils residing in one high school district and attending in another prior to the adoption of terms and conditions of such attendance are attending in such high school district unlawfully, and such terms and conditions can not be made retroactive. (*Fillmore Union High School District et al., vs. Cobb*, --- C. D. ---, --- Pac. (2d) ---, (December 30, 1935) adopting opinion of Appellate Court—see page 165, May, and page 211, June, 1935, issues of *California Schools*.)

Interest on School District Funds

The Supreme Court has denied a hearing, after judgment in District Court of Appeals, of *Pomona City School District v. Payne*, 83 C. A. D. 253, --- Pac. (2d) ---, digested on page 439, December, 1935, issue of *California Schools*.

Appellate Court Decisions

Action for Damages for Injuries Resulting from Act of Teacher

Where in an action brought by a pupil against the governing board of a school district (a motion by the board for a non-suit being granted during the trial of the action) and a teacher employed by the district for damages for injuries resulting from being kicked by the teacher for misconduct, the original complaint charged the act of the teacher was done madly and ferociously and the amended complaint charged the teacher with having delivered a violent blow negligently and with great and excessive force, both complaints stated a cause of action for battery and the filing of the amended complaint was not prejudicial to the teacher. (*Serres v. South Santa Anita School Board et al.*, 83 C. A. D. 585, --- Pac. (2d) ---.)

Right of Board to Define School under Tenure Law Existing in 1928-1929

Under Political Code sections 1607 and 1609, as they existed during the school year 1928-1929, the governing board of a school district had the authority to adopt a rule fixing a required minimum number of days of service during each school year by a teacher and a schedule of excusable absences and providing that service for a less number of days in any school year would not be considered a school year during which the teacher was successfully employed for a complete school year in determining the eligibility of the teacher to classification as a permanent employee of a school district. (*Richardson v. Board of Education of Los Angeles City School District*, 83 C. A. D. 530, --- Pac. (2d) ---.)

Execution on Teacher's Salary

The salary of a school teacher is subject to execution as provided in section 710 of the Code of Civil Procedure. Where a judgment creditor of a school teacher desires to follow the procedure outlined in said section, the County Auditor is the proper person with whom to file the abstract or transcript and affidavit therein mentioned. (A. G. O. 10400, December 11, 1935)

FOR YOUR INFORMATION

MEETING OF STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

Educational leadership in California received recognition and honor when Vierling Kersey, Superintendent of Public Instruction of California, was reelected president of the National Council of State Superintendents of Public Instruction and Commissioners of Education at their annual meeting in Washington, December 9-11, 1935.

By unanimous action the State Superintendents and Commissioners reaffirmed their belief in "the policy that all education problems started by the federal government should clear through the United States Office of Education and the departments of education in the several states."

The council also took formal action asking that the federal government make provisions for the education of children on federal projects, military camps, submarginal and river projects, wherever there are sufficient numbers of children to justify such a school. Other resolutions were:

That all educational activities now sponsored or to be sponsored by the federal government should be brought together and coordinated into one department of the federal government, the name of which shall carry the term *education* in the title.

That the State Superintendents and Commissioners of Education in session assembled favor the principle of federal aid for education and, further, that an effort be made through an appropriate committee of its body to secure such aid.

That the services of the National Council of State Superintendents and Commissioners of Education be offered to the President of the United States in the formulation and extension of policies pertaining to education in the several states of the union.

ACADEMIC FREEDOM

The issue of academic freedom has assumed such proportions during recent months that United States Commissioner of Education John W. Studebaker selected this subject for an address before the general session of the Missouri State Teachers Association in St. Louis, Missouri, November 8, 1935. Following are significant excerpts from Commissioner Studebaker's address which was entitled, "Should Educational Organizations Safeguard Freedom of Thought and Instruction in American Schools?"

The last decade has revealed a tidal wave of antidemocratic movements throughout the world. Claiming that the principles of democracy are impractical for our highly complex machine age, dictators have marched to power. With religious fervor, their adherents prophecy the ultimate downfall of the principles of self-government, and the triumph of the doctrines of the totalitarian state.

. . . democracy is definitely being challenged. The next decade may determine whether democracy will survive.

Even here in our country a certain amount of distrust of the democratic way is being expressed.

You may say, What has this to do with the question: Should Educational Organizations Safeguard Freedom of Thought and Instruction in American Schools? My answer is this: It should be the *primary* concern of our professional educational organizations to safeguard *our* educational system from the straight-jacketing influence of *these* alien doctrines of suppression and censorship.

One of the major characteristics of modern dictatorships is the imposition of iron-clad control over education.

As professional organizations, we must state our faith plainly and defend not only our profession but *democracy itself* by insisting on freedom of thought and freedom of instruction.

Out of a million teachers in our schools there may be a few, unfaithful to this high calling, who use their positions to plead for principles contrary to our ideals of freedom, self-government, equality of opportunity, and justice for all. I have not met them. We who live in the educational world certainly can testify that the number of such teachers is infinitesimal.

The founding fathers of American education made it abundantly clear that the primary purpose of free public education in a democracy should be to prepare youth for intelligent and independent exercise of citizenship. They saw that the improvement of personal competency and culture was second in importance in a scheme of education for stable self-government.

We are charged with the stern responsibility of liberating the minds of youth, of giving them the mental agility with which to grapple with the inescapable perplexities of a swiftly moving social order. It is not our right as teachers to impose our personal beliefs, prejudices, biases, and philosophies.

EDUCATIONAL BROADCASTS

Education Today

The State Department of Education will continue its series of dramatized broadcasts, Education Today, which are given over station KGO on Saturday evenings from 6:30 to 6:45 p.m. The programs, directed by Norman Field, will be as follows:

- January 4—Fourth Grade
- January 11—Dramatics
- January 18—Citizenship
- January 25—Fifth Grade
- February 1—Good Neighbors
- February 8—A Day in the Classroom
- February 15—More Fifth Grade Activities

Dramatized Educational Programs

The following dramatized broadcasts directed by Norman Field will be offered under the auspices of the State Department of Education:

NEW TRAILS, STATION KSFO, 2:30 P.M.

- January 4—Christmas in '49
- January 11—The Story of the Walker Filibuster Expedition
- January 18—The Story of the Comstock Lode
- January 25—The Story of the Comstock Lode, *Continued*
- February 1—The Story of the Jesuit Missions

CALIFORNIA HISTORY PROGRAM, STATION KROW, 1:30 P.M.

- January 1—The Story of Black Bart, *Continued*
 January 8—The Story of the Vigilantes, *Continued*
 January 15—The Story of the Vigilantes, *Continued*
 January 22—The Story of the Vigilantes, *Conclusion*
 January 29—The Story of the Pony Express
 February 5—The Story of the Pony Express, *Conclusion*

GOLDEN DAYS, STATION KRE, 8:30 P.M.

- January 1—Fate Spins the Wheel
 January 8—Tom Bell, A Gentleman from Alabama
 January 15—The Battle of Weaverville
 January 22—Panacea
 January 29—Partners
 February 5—Nine Feet Farther

THE CALIFORNIA FAMILY, STATION KROW, 4:15 P.M.

- January 3—A Trip to the Snow
 January 6—Burned Out
 January 10—The Fire Sale
 January 13—Tobacco
 January 17—Alcohol
 January 20—Narcotics
 January 24—Sky Study
 January 27—Sky Study, *Continued*
 January 31—Weather

ADVENTURES IN SCIENCE, STATION KLX, 8:00 P.M.

- January 3—The Story of Charles P. Steinmetz, *Continued*
 January 10—The Story of Charles P. Steinmetz, *Conclusion*
 January 17—The Story of Thomas Edison
 January 24—The Story of Thomas Edison, *Continued*
 January 31—The Story of Thomas Edison, *Continued*
 February 7—The Story of Thomas Edison, *Continued*
 February 14—The Story of Thomas Edison, *Continued*
 February 21—The Story of Thomas Edison, *Continued*
 February 28—The Story of Thomas Edison, *Continued*

Vocational Agriculture

The Bureau of Agricultural Education of the State Department of Education, and the California Polytechnic School in cooperation with the NBC will present the following agriculture lessons on Tuesday mornings at 10:15 over stations KPO, KFI, and KFSD:

- January 7—Winter Care of the Herd—When the Grass is Green
 January 14—Incubating and Selecting Chicks—The Family Album
 January 21—Tractor Repair—Doctoring the Iron Horse
 January 28—Feeding Out Lambs—Market Topping Lambs
 February 4—Feeding Calves—Look in the Lunch Basket
 February 11—Brooding and Care of Chicks—From Fluff to Feathers

Recent Scientific Progress

The California Institute of Technology at Pasadena has announced a series of broadcasts on Recent Scientific Progress which will be given at the Athenaeum in Pasadena under the auspices of the California Institute Associates.

These broadcasts will be given over the Columbia Broadcasting System network, stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, KFBK, on Saturday evenings at approximately three-week intervals. The first broadcast in January will be on January 4, 1936, from 7:30 to 8:00 p.m. Topics and speakers will be as follows:

Physics—Dr. Robert A. Millikan, Nobel Laureate, Director of the Norman Bridge Laboratory of Physics, California Institute of Technology.

Geology—Dr. John P. Buwalda, Professor of Geology, California Institute of Technology.

Astronomy—Dr. Walter S. Adams, Director, Mt. Wilson Observatory of the Carnegie Institution of Washington.

Mathematics—Dr. Eric T. Bell, Professor of Mathematics, California Institute of Technology.

Biology—Dr. Thomas Hunt Morgan, Nobel Laureate, Chairman of the Division of Biology, William G. Kerckhoff Laboratories of the Biological Sciences, California Institute of Technology.

Engineering and Aeronautics—Dr. Theodor von Karman, Director of the Daniel Guggenheim Aeronautical Laboratory, and Dr. Clark B. Millikan, Associate Professor of Aeronautics, California Institute of Technology.

Cosmology—Dr. Richard Chace Tolman, Professor of Physical Chemistry and Mathematical Physics and Dean of the Graduate School, California Institute of Technology.

Shakespearean Plays

The following Shakespearean plays will be offered by the Radio Guild over the NBC network, from 1:30 to 2:00 p.m.:

January 2—Henry VI—Part III

January 9—Richard III

January 16—Henry VIII

Commercial Comment

Human interest stories about the work of the bureaus of Air Commerce, Lighthouses, Patent Office, and seven other divisions of the United States Department of Commerce are being given in a weekly broadcast each Monday from 1:00 to 1:30 p.m. These programs also contain a five minute discussion of the week's business developments. Music is supplied by the Army, Navy, and Marine bands. The programs are released over the Columbia network, stations KFRC, KHJ, KMJ, KWG, KDB, KGB, KERN, KFBK

President Roosevelt to Speak

The address of President Franklin D. Roosevelt at the Jackson Day dinner in the Mayflower Hotel, Washington, D. C., will be broadcast over the network of the CBS and NBC, Wednesday, January 8, 1936, from 7:00 to 7:30 p.m. PST.

Jackson Day is the popular name given to the anniversary of General Andrew Jackson's battle with the English at New Orleans on January 8, 1815. It is observed by Democrats throughout the United States on the year preceding Presidential elections as the official opening date of the campaign.

Selected Broadcasts

The following is a selected list of radio broadcasts. These programs have been selected from advanced listings of various California stations. While every care possible has been exercised in selecting these programs, they are not necessarily to be considered as recommended by the State Department of Education. The listings are given as an aid in selecting some of the better programs offered. There may be others just as good that have not been published. The time given is subject to change on the part of the stations concerned.

SUNDAYS

- 7:30- 8:00 a.m. Music and American Youth. KPO
- 9:45-10:00 a.m. International Broadcast. CBS¹
- 12:00-12:15 p.m. Your English. NBC²
- 12:00- 2:00 p.m. Philharmonic Orchestra, directed by Otto Klemperer. CBS
- 6:00- 7:00 p.m. Ford's Symphony Orchestra. KFRC, CBS
- 6:15- 6:30 p.m. Wonders of the Earth, by Henry Hyde. KGO
- 9:00- 9:30 p.m. University Explorer. CBS
- 9:00- 9:30 p.m. Reader's Guide, by Joseph Henry Jackson. KGO

MONDAYS

- 9:00- 9:30 a.m. The New World; California Teachers Association. NBC
- 11:00-11:30 a.m. American Education Forum. NBC
- 11:30-12:00 noon American School of the Air; History. CBS
- 1:30- 1:45 p.m. University of the Air; Programs by University of Southern California. CBS
- 3:45- 4:00 p.m. University of California Program. CBS
- 4:15- 4:30 p.m. The California Family. KROW
- 4:30- 4:45 p.m. Education in the News; United States Office of Education. NBC
- 5:00- 5:15 p.m. Art Revue. KGO
- 6:30- 6:45 p.m. Safety First. KGO
- 7:30- 8:00 p.m. National Radio Forum. KGO
- 8:00- 8:15 p.m. Stanford University Program. KGO

¹ CBS: KFRC, KHJ, KMJ, KWG, KDB, KERN, KFBK, KGB

² NBC: KPO, KFI, KFSD, KECA, KGO

TUESDAYS

- 8:30- 9:00 a.m. United States Marine Band. KPO
 10:15-10:30 a.m. Vocational Agriculture. KPO
 11:30-12:00 noon American School of the Air; Literature. CBS
 1:30- 1:45 p.m. University of the Air; programs by University of Southern California. CBS
 1:30- 1:45 p.m. Science Service; American Association for Advancement of Science. CBS
 2:00- 2:30 p.m. American Medical Association. NBC
 4:30- 4:45 p.m. Edwin C. Hill. KPO
 4:45- 5:00 p.m. You and Your Government. KGO
 5:30- 6:00 p.m. Lawrence Tibbett. CBS
 6:00- 6:15 p.m. Trails of Yankee Trade. CBS
 8:00- 8:15 p.m. California State Chamber of Commerce Program. KGO
 9:00- 9:30 p.m. Death Valley Days. NBC

WEDNESDAYS

- 10:00-10:30 a.m. California Federation of Women's Clubs. NBC
 11:30-12:00 noon American School of the Air; Geography. CBS
 12:30-12:45 p.m. Youth Today; National Student Federation. CBS
 1:00- 1:45 p.m. Curtis Institute of Music. CBS
 1:30- 1:45 p.m. University of the Air; programs by University of Southern California. CBS
 1:30- 1:45 p.m. United States Navy Band. NBC
 1:30- 2:00 p.m. California History. KROW
 4:30- 4:45 p.m. Our American Schools; National Education Association. NBC
 4:45- 5:00 p.m. University of California Program. CBS
 5:00- 5:30 p.m. Cavalcade of America. CBS
 6:30- 7:00 p.m. Twenty Thousand Years in Sing Sing, by Warden Laws. NBC
 8:30- 8:45 p.m. Golden Days. KRE

THURSDAYS

- 11:00-11:45 a.m. Standard School Broadcast. NBC
 11:30-12:00 noon American School of the Air. Music (Intermediate); Elementary Science. CBS
 1:30- 1:45 p.m. University of the Air; programs by University of Southern California. CBS
 1:30- 2:00 p.m. Radio Guild. NBC
 3:45- 4:00 p.m. Books and Things, by Dr. William Van Wyck. CBS
 4:30- 4:45 p.m. Edwin C. Hill. KGO
 5:00- 5:15 p.m. Children's Hour. KGO
 6:30- 6:45 p.m. Your Government at Your Service. KGO
 6:30- 7:00 p.m. To Arms for Peace. CBS
 8:15- 9:15 p.m. Standard Symphony Hour. NBC
 9:30-10:00 p.m. Winning the West. NBC
 9:45-10:00 p.m. Book Parade. KPO

FRIDAYS

- 8:00- 9:00 a.m. Music Appreciation, by Walter Damrosch. NBC
 11:00-11:30 a.m. Magic of Speech. NBC
 11:30-12:00 noon American School of the Air. Vocational Guidance; Current Events. CBS
 12:30-12:45 p.m. Your State Department of Agriculture. KGO
 12:45- 1:30 p.m. Commonwealth Club Luncheon Talks. KGO

- 1:30- 1:45 p.m. University of the Air; programs by University of Southern California. CBS
 4:15- 4:30 p.m. The California Family. KROW
 4:45- 5:15 p.m. For Girls and Boys Only; Recreation Commission of San Francisco. KGO
 6:30- 6:45 p.m. Mindways; Stories of Human Behavior. KGO
 8:00- 8:30 p.m. Adventures in Science. KLX

SATURDAYS

- 8:00- 8:15 a.m. Our American Schools. KPO
 8:00- 9:00 a.m. Cincinnati Conservatory Concert; Director Alexander von Kreisler. CBS
 2:30- 2:45 p.m. New Trails. KSFO
 3:00- 3:15 p.m. The Political Situation in Washington; Frederic William Wile. KFRC
 6:30- 6:45 p.m. Education Today; State Department of Education. KGO
 6:30- 7:00 p.m. Pacific Coast School Music Program. KFRC

MOTION PICTURE STUDY GUIDES

The approaching release of a number of new films based on play and story of outstanding literary merit has led the Motion Picture Committee of the Department of Secondary Education of the National Education Association, to recommend the preparation of additional photoplay study guides of the type that has become increasingly popular with high school teachers who wish to utilize the educational value of current motion pictures.

On the basis of the Department's recommendations, Educational and Recreational Guides, Inc., of Newark, New Jersey, will publish study guides for the following pictures, under the general editorship of Max J. Herzberg, of the Weequahic High School, of Newark:

Romeo and Juliet
A Tale of Two Cities
Mutiny on the Bounty
Ivanhoe
Captains Courageous
Knights of the Round Table

Mary of Scotland
Zweig's, Marie Antoinette
Little Lord Fauntleroy
Quality Street
The Good Earth

These study guides are made available to high school students and teachers throughout the country on a subscription basis of ten consecutive guides for \$1. Similar study guides have already been completed for four current photoplays, *Les Misérables*, *A Midsummer Night's Dream*, *The Last Days of Pompeii*, and *The Three Musketeers*, by outstanding teachers in high schools and colleges.

The Motion Picture Committee of the Department of Secondary Education plans also to publish an appraisal of the educational value of these and other photoplays in current issues of *Secondary Education*, the official organ of the Department.

INTERNATIONAL HUMANE POSTER CONTEST

The Latham Foundation for the Promotion of Humane Education announces the eleventh international humane poster contest. The object of the Foundation and of this contest is "to inculcate the higher principles of humaneness, upon which the peace and happiness of the world depend; to promote the character building of the child by an understanding of universal kinship; to foster a deeper understanding of and sympathy with man's relations—the animals—who cannot speak for themselves."

Among the prizes offered to winning contestants are fifteen art school scholarships and one hundred thirty-six cash prizes and certificates of merit.

Posters for the contest must be submitted not later than March 15, 1936.

Full details and rules about the contest will be furnished upon request to John T. Lemos, Director of the Art Department of the Latham Foundation for the Promotion of Humane Education, Box 1322, Stanford University, California.

PROFESSIONAL LITERATURE

REVIEWS

EDNA BRIDGE LEINING. *Millions of Years in a Winter*. New York: Bureau of Publications, Teachers College, Columbia University, 1935. Pp. x + 197.

Another of the Lincoln School Curriculum Studies will be welcomed by elementary school teachers interested in utilizing the science materials of the immediate environment as in integrating educative experience.

L. Thomas Hopkins, editor of the series, says in his introductory note:

For the past quarter century the emphasis in learning studies has been upon growth in isolated fragments of a total experience. This practice is in harmony with the traditional philosophy of education and the atomistic psychology of learning. The more recent experimental philosophy and the organismic psychology give rise to the need of studies of the nature of growth in the total experience followed by such analysis as seems to shed light on the interpretations of such growth.

Such a study is reported in *Millions of Years in a Winter*. It is the record of a fourth grade excursion in the field of science. It has utilized many methods of education: first hand experiences through excursions, rich, vicarious experiences by the use of the library, constructional activities, use of visual materials in various forms, and talks by persons expert in the field of the children's interests.

The narrative account of the activities engaged in by the children might be confusing but the organization of the tentative daily schedule will be reassuring to the teacher who fears that the "skills and techniques may not be effectively developed in the unit of work program."

The log of day by day developments in connection with the unit should prove illuminating to teachers experimenting with large centers of interest. The experimentation of the children, the development of interests, the acquisition of skills to achieve the children's own purposes as they develop day by day in relation to learning situations carry conviction of the reality and vitality of this educational procedure.

Of particular interest is the material reported in relation to the development of creative expression in verse form. Not merely the product, but the process by which children were stimulated to begin and grow in this mode of self-expression is carefully developed. The reader is continually amazed at the ingenuity, the versatility, the artistry of this master teacher who serves as guide in helping children realize their potentialities.

To determine the specific learnings which resulted from the unit, three types of tests were devised: the general test, the essay test, and the interview. The techniques used are interesting although the great value of the study lies in the account of the development of the learning experiences rather than in the conventional test data.

The report should reveal to teachers "the rich opportunities . . . for the participation of children in a genuine intellectual experience in the field of science" rather than to stimulate makers of tests to develop rigid tests of the acquisition of subject-matter. With science just defining its possibilities in the curriculum of the elementary school the influence of inflexible standard test requirements at this time would have a disastrously stultifying effect.

HELEN HEFFERNAN

CHRISTINE P. INGRAM. *Education of the Slow-Learning Child*. Yonkers-on-Hudson, New York: World Book Company, 1935. Pp. xii + 419.

The problem of the slow learning child is one that is faced by every teacher. American public schools cannot claim to be essentially democratic unless provision is made in the program of instruction for the gifted, the slow, as well as the mythical "average" child.

Miss Ingram, in *Education of the Slow-Learning Child*, has outlined the characteristics and capacities of slow learning children and their place in the school and the community. She has indicated the procedures basic to carrying out a program that will benefit the individual and help him to take his place in community life. Parts One and Two of the book discuss the most seriously handicapped, the mentally retarded. Facts are given to show that a differentiated program for these children will bring about definite behavior outcomes that are socially acceptable. Miss Ingram believes that a "measure of educational growth is attainable for every child, and that such growth will come with the provision of vital learning experience that satisfies the child's needs and capacities at each successive stage of his development." Part Three deals with the large group of "dull-normals" found in every typical classroom.

It is plain from the discussion and the illustrated materials presented that the author has no patience with the plan of simply reducing the regular school curriculum and giving repeated drill to those children who learn more slowly than their fellows. She offers conclusive evidence that an especially planned program is essential and effective.

The book contains detailed descriptions of units of work which have been successfully developed with slow learning children, and many suggestions for units which would be suitable for use with various age and ability groups. Samples of school histories and daily programs are included; suggested diagnostic tests, bibliographies of easy reading materials; practical helps in the acquisition of the tool subjects; a chart giving a description of certain physical, social, and mental traits of the mentally retarded at different age levels, all of which should be of definite help to the teacher and administrator studying the needs of slow learning children and endeavoring to develop an educational program that will provide the optimum growth for this group, whether they are handled in special classes or in the regular classroom.

GLADYS L. POTTER

NELSON L. BOSSING. *Progressive Methods of Teaching in Secondary Schools*. Boston: Houghton Mifflin Company, 1935. Pp. xvi + 704.

The first unit of this book deals with the purpose of secondary education; the second, with the mechanical aspects of the teaching situation; the third, with technique; the fourth, with such problems as the lecture, socialization of the learning process, project, etc.; the fifth, with the evaluation of teaching. The text contains perhaps most of what is good from the books produced in the last ten or fifteen years on secondary school methods, as well as the contributions of much of the periodical literature. California teachers interested in the unit method of approach will not find a direct attack upon that problem. The book is well written, and contains numerous concrete illustrations. It is more suitable to the inexperienced undergraduate than to the advanced student of methods.

AUBREY A. DOUGLASS

The Teaching of College English. English Monograph No. 3, National Council of Teachers of English. Compiled by Oscar James Campbell. New York: D. Appleton-Century Company, 1934. Pp. viii + 164.

The National Council of Teachers of English organized, in 1930, a Curriculum Commission. The Council has always included in its membership teachers of English in elementary and secondary schools and in colleges. Its Curriculum Commission has, during the past few years, made thorough study of the problems of English teaching, of the curriculum, and of articulation. This volume is one of the first of the major contributions of the Commission. Another, dealing with the teaching of English in secondary schools, has also been published.

The Teaching of College English will be of value to students of secondary education, and especially to the teachers of English, because of its excellent analysis of the problem of articulation between secondary school and college, and because of its presentation of the problems of college English instruction.

AUBREY A. DOUGLASS

"Report of Committees in Charge of the Supervision of Various Experiments Approved by the Association," *North Central Association Quarterly*, X (October, 1935), 256-265.

The North Central Association has been sponsoring experiments in certain schools in its area. In Chicago, three junior colleges are experimenting with general courses and have organized large classes with examinations; at the University of Chicago and at Little Rock able students in grade twelve are permitted to enroll in college courses; in Kansas City, an attempt is being made to shorten by a year the time required to complete the last two high school and the first two college years; at the experimental school of the Colorado State Teachers College, students are not classified according to the conventional year or grade plan, but are placed in courses and activities where they are best adjusted in terms of abilities, needs, and interests; at Tulsa, affiliation has been made with the experiment of the Progressive Education Association. Every year committees of the North Central Association examine the plans and the progress of these school systems and report to the general meeting. As a rule, the reports for the current year comment favorably upon the progress being made.

AUBREY A. DOUGLASS

GEORGE E. HILL. "The Report Card in Present Practice," *Educational Method*, XV (December, 1935), 115-131.

Professional committees and school administrators at work on the problem of developing new report forms will find in this article a conservative point of view designed to aid in making the transition from the conventional form to one which represents "the true spirit, purposes, and functions of the schools" and reflects current "educational objectives."

The study is based upon an analysis of 443 school report forms and covers such topics as the letter to the parents, academic subjects and their rating, rating character traits and conduct habits, reporting attendance and health rating.

In answer to the question "Shall We Eliminate the Report Card?" the undesirable features of the report card are pointed out but the author suggests that "in many schools, revised report cards are working well and many of the evils of the traditional cards have been eradicated." The specific suggestions for the improvement of the report card and the selected references will be of service to schools planning an improved report card as the next step.

HELEN HEFFERNAN

WILDA ROSEBROOK. "Preventing Reading Deficiency," *Elementary School Journal*, XXXVI (December, 1935), 276-280.

Direction of the reading program to reduce retardation in reading is one of the most pressing problems of the elementary school supervisor and administrator. Among the main reasons why current reading methods have failed are: (1) the too exclusive following of one method without regard to individual differences; (2) non-flexible grouping of children; (3) lack of physical and mental maturity; and (4) some emotional disturbance in the individual child.

Evidence points to the conclusion that no child should be expected to learn to read until he has attained the mental age of six and a half or seven years. In schools admitting children at five and a half and six years of age, undesirable results will inevitably follow from requiring reading as a part of the first grade curriculum for all children regardless of maturity. Reading, therefore, should not be the criterion upon which promotion in the early grades is based.

HELEN HEFFERNAN

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